

Prairie View A&M University

Digital Commons @PVAMU

All Theses

8-1959

A Survey of the Health and Physical Education Program for Boys in the Accredited Class "A" High Schools of Texas

Charles W. Brown

Prairie View A&M College

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

Recommended Citation

Brown, C. W. (1959). A Survey of the Health and Physical Education Program for Boys in the Accredited Class "A" High Schools of Texas. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-theses/398>

This Thesis is brought to you for free and open access by Digital Commons @PVAMU. It has been accepted for inclusion in All Theses by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

A SURVEY OF THE HEALTH AND PHYSICAL EDUCATION PROGRAM FOR
BOYS IN THE ACCREDITED CLASS "A" HIGH SCHOOLS OF TEXAS

—♦—
CHARLES W. BROWN

1959

N
371.7
B812s
c.2

12

A SURVEY OF THE HEALTH AND PHYSICAL EDUCATION
PROGRAM FOR BOYS IN THE ACCREDITED CLASS

"A" HIGH SCHOOLS OF TEXAS

Prairie View Agricultural and Mechanical College

Fulfilling the Thesis Requirements

for the

Degree of

A Thesis

Presented to

the Graduate Division of Prairie View
Agricultural and Mechanical College

Faculty Committee:

Chairman

CV34/
B7

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Charles W. Brown

August 1959

Accepted by the Faculty of the Graduate School
of
Prairie View Agricultural and Mechanical College
as

Fulfilling the Thesis Requirements
for the
Degree of
Master of Science

Director of Research

Faculty Committee:

Chairman

ACKNOWLEDGEMENT

The investigator wishes to express his appreciation to the principals and designated persons on his staff whose responses made the investigation a success.

Most deeply and most directly, the investigator is indebted to his advisor, Mr. Norman Johnson, whose numerous suggestions, wise counsel, and stimulus to scholarship have contributed so greatly to the present work.

C. W. B.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Aim of Physical Education in Secondary Schools . .	2
Scope of Study	3
Purpose of Study	3
Definition of Terms Used	4
II. REVIEW OF THE LITERATURE	5
III. METHOD OF PROCEDURES	7
IV. ANALYSIS AND PRESENTATION OF DATA	11
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	17
DEDICATED	
Summary	18
Conclusion To my wife, Carolyn Joyce Brown	20
Recommendations	21
BIBLIOGRAPHY	23
APPENDIX	25

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Aim of Physical Education in Secondary Schools . . .	2
Scope of Study	3
Purpose of Study	3
II. Definition of Terms Used	4
II. REVIEW OF THE LITERATURE	5
III. METHOD OF PROCEDURE	9
IV. ANALYSIS AND PRESENTATION OF DATA	11
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	19
Summary	19
Conclusions	20
Recommendations	21
BIBLIOGRAPHY	23
APPENDIX	25

LIST OF TABLES

TABLE	INTRODUCTION	PAGE
I. QUALIFICATION OF TEACHERS		12
II. PLAN OF ORGANIZATION OF INTRAMURAL PROGRAMS		14
III. PROGRAM OF ACTIVITIES IN THE CLASS "A" HIGH SCHOOLS		15
IV. FACILITIES AND EQUIPMENT		18

Throughout the animal world, except for man, early death is the rule and adult life the exception. Many lower animals produce hundreds or even thousands of young, but only two or three of them are likely to reach maturity and, in turn, produce offspring. In general, the higher the animal in the scale of evolution, the fewer are the off spring, the better the care of the young and the lower the death rate.¹

Health and physical education is a form of education. It is life and living. Its activities are to be engaged in because of the satisfaction they offer to him who participates. To him who enters the lists of its activities there should come as by-products, health, skills, good postures, strength, endurance and the many results so frequently sought as direct ends and so rarely gained. Physical education is fundamentally an attitude, a way of living, a point of view; incidentally it is a technique, a performance, a particular skill. Given the former fundamentals the latter incidentals are acquired.²

¹C. E. Turner, Personal and Community Health, Boston: G. V. Rocky Company, 1926, p. 8.

²Jessie F. Williams, Principles of Physical Education, Philadelphia: W. B. Saunders Company, 1924, p. 8.

CHAPTER I

INTRODUCTION

Throughout the animal world, except for man, early death is the rule and adult life the exception. Many lower animals produce hundreds or even thousands of young, but only two or three of them are likely to reach maturity and, in turn produce offspring. In general, the higher the animal in the scale of evolution, the fewer are the off spring, the better the care of the young and the lower the death rate.¹

Health and physical education is a form of education. It is life and living. Its activities are to be engaged in because of the satisfaction they offer to him who participates. To him who enter the lists of its activities there should come as by-products, health, skills, good postures, strength, endurance and the many results so frequently sought as direct ends and so rarely gained. Physical education is fundamentally an attitude, a way of living, a point of view; incidentally it is a technic, a performance, a particular skill, Given the former fundamentals the latter incidentals are acquired.²

¹C. E. Turner, Personal and Community Health, Boston: C. V. Mosby Company, 1956, p. 3.

²Jessie F. Williams, Principles of Physical Education, Philadelphia: W. B. Saunders Company, 1954, p. 8.

This investigation arises from fallacies or inadequacies of health and physical education programs observed in district eight and nine "A".

The aim of physical education in secondary schools should comply with the aim of all education. There should be specific objectives and goals stated to meet the needs, interests, and abilities of boys and girls of public school age. The physical needs of each student should be determined by the use of a complete battery test. The program of activities should be arranged to meet the needs of each student, as revealed by these test. In public schools, after the age of about ten or eleven, there should be a separate program for boys and girls. For girls a physical education program should include activities that are mild; such as tennis and handball, swimming and water sports are necessary. Horseback riding, camping and skating should also be provided in the program. For a health and physical education program for boys, an unpublished study made by R. J. Kutler³ reveals that an ideal program for boys should include:

1. Medical examination.
2. Activities selected as a result of this medical examination.

³Sherman Jackson, Introduction to Physical Education, New York: A. S. Barnes Company, 1937, p. 158.

3. Physical examination requirement should run from one to three years.
4. Special classes should be provided for boys who are physically handicapped.
5. Guidance through regular coaching should be provided in most cases.
6. Corrective work should be given to boys who show particular bodily defects.
7. A free selection of sports for detailed study.
8. In most cases, selection should be done according to achievement, previous experience and attendance.
9. The grade, in most cases should be based on achievement, attendance and spirit.

A survey of the health and physical education program for boys in the Negro Class "A" High Schools of Texas, the investigator will attempt to find the existing conditions in order to determine the kind of health and physical education program each school should maintain. This study covered only the class "A" high schools in Texas the year 1958 and 1959. All class "A" schools, regardless of enrollment or location were included in the investigation. Seventy eight per cent or 114 schools responded.

The purpose of this study was to discover the kind of Health and Physical Education program being carried on as well as to determine what methods should be used in order to improve the Health and Physical Education program in the "A" high schools of the State of Texas.

CHAPTER II

DEFINITION OF TERMS

The investigator will define only the terms that are connected with health and physical education.

Health is that quantity of life that renders one fit to live most and serve best.⁴

Physical Education is the sum total of man's physical activities, selected as to kind and conducted as to outcome.

Foster¹ in his study, found that physical education was not given equal recognition with other subjects in the curriculum because of poor administration in the field of physical education and that a standard program of physical education was badly needed.

Smith² in her study, confined her attention to girls activities. This study revealed that only twenty-two per cent of these schools had health and physical education programs, that were approved by the State Department of Education. Most of these schools did not require health and physical education

¹J. D. Foster, "An Evaluation of Physical Education in Texas High Schools", unpublished Master's thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1942, pp. 47-51.

²E. M. Smith, "A Survey of Health and Physical Education Program For Girls In District 4 of Texas State Teachers Association", unpublished Master's thesis, North Texas State Teachers College, Denton, Texas, 1942, p. 18.

⁴Williams, op. cit., p. 4.

⁵Ibid., p. 18.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been published in regard to the kind of physical education program that schools should maintain. There has been a limited amount of data published treating the existing conditions of physical education programs in the class "A" high schools of Texas.

Foster¹ in his study, found that physical education was not given equal recognition with other subjects in the curriculum because of poor administration in the field of physical education and that a standard program of physical education was badly needed.

Smith² in her study, confined her attention to girls activities. This study revealed that only twenty-two per cent of these schools had health and physical education programs, that were approved by the State Department of Education. Most of these schools did not require health and physical education

¹J. D. Foster, "An Evaluation of Physical Education in Texas High Schools", unpublished Master's thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1942, pp. 47-51.

²L. E. Smith, "A Survey of Health and Physical Education Program For Girls In District 4 of Texas State Teachers Association", unpublished Master's thesis, North Texas State Teachers College, Denton, Texas, 1942, p. 18.

for graduation. Teachers were poorly prepared, with less than fifty per cent having majors or minors in health and physical education.

Jeranko³ in his study, found that fifty per cent of the teachers were certified, most of the schools had a corrective program which gave credit toward graduation.

Baylous⁴ in his study, found that the health and physical education facilities were very poor. None of the schools in this study conducted a corrective program for the handicapped, and only two schools required physical education. This study revealed that most schools limited their physical education program to basketball, softball and touch football.

Freeman⁵ in her study, found that there was a definite need for more adequate equipment and facilities in the schools. Most schools had gymnasias. It is obvious that the health and physical education could not function readily due to being

³Stanley Jeranko, "A Survey of Physical Education in the Senior High Schools of Harrison County, West Virginia", unpublished Master's thesis, University of West Virginia, 1942, p. 42.

⁴A. D. Baylous, "A Survey of Physical Education for Boys In Secondary Schools of Logan County, West Virginia", unpublished Master's thesis, University of West Virginia, 1942, p. 12.

⁵Ruth Freeman, "A Survey of a City High School System of Physical Education and Recommendations For Effective Leadership", unpublished Master's thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1943, p. 9.

interrupted by other extra curriculum activities. Neither of the schools had enough trained teachers on their staff to adequately administer physical education. As Oates⁶ in his study, found that teacher preparation was wholly inadequate and that physical education periods were used mostly as practice periods for interscholastic games and activities. Health service is definitely a part of the health and physical education program.

Mercer⁷ in his study, indicated the following trends:

1. The best program of health and physical education are in the large city schools.
2. Practically no work in corrective measures for the handicapped is being done.
3. Health and physical education is not given equal recognition with other subjects in the school curriculum.
4. Health and physical education is not required for graduation in all schools.
5. Practically all teachers with degrees in health and physical education are in the large city schools.

⁶Myron Oates, "Physical Education Facilities In Class "A" and "B" High Schools in Oklahoma", unpublished Master's thesis, University of Oklahoma, Stillwater, Oklahoma, 1929, pp. 39-40.

⁷Herbert Mercer, "A Survey of the Health and Physical Education Program in Class "AA" High Schools of Texas", unpublished Master's thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1949, p. 9.

Crist⁸ in his study, found conditions on the Junior High School level to be definitely on the upgrade, of forty-seven schools replying to his questionnaire important results are as follows:

1. Average length of physical education classes were forty five minutes.
2. Health Service is definitely a part of the health and physical education program.
3. Seventy per cent of the schools required a physical examination to be used as a basis for the classification of students as to activity to be participated.
4. Thirty-six of the forty-seven schools replying required health and physical education and gave it equal recognition with other subjects in the curriculum.
5. Thirty schools had gymnasias and adequate play ground facilities.

Other information not listed on the questionnaires. (See Appendix Exhibit B).

A list of the names of the Class "A" schools were secured from the Director of the Texas Intercollegiate League of Colored Schools. The questionnaires were mailed to the principal of each "A" high school in Texas with a self addressed and stamped envelope on October 1, 1953.

William Campbell, Form and Style in Thesis Writing.
McGraw-Hill Company, 1954, p. 2.

⁸Thomas Crist, "A Survey of Health and Physical Education in Junior High Schools of Texas", unpublished Master's thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1949, pp. 56-58.

CHAPTER III

The interviews were conducted at various clinics and

meetings that were held in the state of Texas.

METHOD OF PROCEDURE

One hundred and forty six questionnaires were mailed out

Data for this study were obtained through personal interview, library research and questionnaire methods.

These methods are three among others which were recommended by Campbell.¹ Each questionnaire² was accompanied by a letter³ explaining and stating the purpose of the problem being undertaken. General topics covered by the questionnaires were: Certification of teachers, Number of high school boys enrolled, Units of credit for physical education, Intramural program and type, Program and activities, Facilities and equipment, Physical examination and Corrective physical education. Space was provided for the respondents to add other information not listed on the questionnaires. (See Appendix Exhibit B).

A list of the names of the Class "A" schools were secured from the Director of the Texas Interscholastic League of Colored Schools. The questionnaires were mailed to the principal of each "A" high school in Texas with a self addressed and stamped envelope on October 1, 1958.

¹William Campbell, Form and Style in Thesis Writing, Boston: Houghton Mifflin Company, 1954, p. 8.

²Appendix B.

³Appendix A.

CHAPTER IV

The interviews were conducted at various clinics and meetings that were carried on in the State of Texas.

One hundred and forty six questionnaires were mailed out and 114 or 78 per cent were returned. A tabulation sheet was constructed based upon the responses. An individual percentage sheet of each general topic was used to indicate the status of each school. Other items which they listed were recorded because it was felt that they would aid in interpreting the findings.

Library research provided important information relative to the guidelines for developing the Physical Education Program, as well as provided various authors opinions and ideas for measuring and evaluating the Physical Education Program.

The questionnaires covered the following general topics: Certification of teachers, Number of high school boys enrolled, Units of credits for physical education, Intramural program and kind, Program and activities, Facilities and equipment, Physical examination and Corrective physical education.

Teachers who devote all of their time to health and physical education should have majors in their fields.¹ Good teaching depends upon adequate preparation. This investigation reveals that most class "A" high schools were under staffed with

¹Joseph F. Williams, Administration of Health and Physical Education, Philadelphia: W. B. Saunders Company, 1935, p. 280.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

This investigation was developed for the purpose of discovering the kind of health and physical education program being carried on as well as to determine what methods should be used in order to improve the health and physical education program in the class "A" high schools of the state of Texas.

In order to discover the kind of health and physical education program being carried on in the "A" high schools of the state of Texas, questionnaires were prepared and mailed to one hundred and forty six class "A" high schools of Texas; of these one hundred and fourteen replied to the questionnaire.

The questionnaires covered the following general topics: Certification of teachers, Number of high school boys enrolled, Units of credits for physical education, Intramural program and kind, Program and activities, Facilities and equipment, Physical examination and Corrective physical education.

Teachers who devote all of their time to health and physical education should have majors in their fields.¹ Good teaching depends upon adequate preparation. This investigation reveals that most class "A" high schools were under staffed with

¹Jessie P. Williams, Administration of Health and Physical Education, Philadelphia: W. B. Saunders Company, 1955, p. 230.

one or no majors in the field of physical education, yet offering units of credit for physical education.

TABLE I

QUALIFICATION OF TEACHERS

Number of teachers in physical education	210
Degrees in physical education	78
A. B. Degree	22
M. A. Degree	4
B. S. Degree	46
M. S. Degree	6
Phd. Degree	0

Table I shows the qualification of teachers. It reveals that there are one hundred and thirty two teachers who do not have majors in health and physical education.

The investigation also reveals that there were from twelve to eighty boys enrolled in various high schools and there were only seventy eight qualified teachers with majors in physical education.

This investigation further revealed that most of the schools had a combined department of health and physical education and offered units of credits toward graduation in this department. This should play an important part in bringing about a well rounded program of health and physical education by providing qualified teachers in the field.

This investigation showed that 17.5 per cent or twenty high schools required a physical examination for participants. The physician's examination as a measure of health attempts:²

1. To determine present health status.
2. To indicate certain defects in need of correction.
3. To evaluate the success of health education in the home, school and community.
4. To suggest necessary modifications in curricular or extra curricular activities.

Of the one hundred and fourteen class "A" high schools replying to the questionnaires it was found that all of the schools offered at least one unit of credit for health and physical education, with none having separate departments.

The system of awarding marks and credit adopted for the school as a whole, should apply to health and physical examination.³

All marks and credits depend upon successful accomplishment of standards and objectives prescribed for the respective program. Physical education is no longer merely a subject in education, but a field of education itself. It has the same purpose as the entire system of public school education, that is to develop the individual according to need, interest and through activities which will assume complete physical, mental and social development.

²Williams, Ibid., p. 384.

³Ibid., p. 214.

Table II reveals that most of the schools in the investigation carried on their programs as class or special groups. The best plan, however depends upon the plan that gets the greatest number of participants. The location, size of the school, number of activities, and the interest of the students must be considered.

TABLE II

PLAN OF ORGANIZATION OF INTRAMURAL PROGRAMS

Class70
Special Groups28
Independent8
No Plan8

Of the one hundred and fourteen class "A" high schools replying to the questionnaires all but eight attempted to carry on some type of intramural program, the activities are too sporadic to secure the best results in health development. The intramural program should be highly organized, flexible, and interesting in order to attract the attention of all eligible students.⁴

A well organized program will contribute much to the recreational life of the students. The program will provide broad social contacts, group spirit, better health, body powers,

⁴Elmer Mitchell, Intramural Sports, New York: A. S. Barnes Company, 1950, p. 21.

and the development of better material for varsity athletic teams. These are all out growths of a well rounded program. This the investigator believes, merits enough for the intramural program to have a definite place in the curriculum of all schools.

TABLE III

PROGRAM OF ACTIVITIES IN THE CLASS "A" HIGH SCHOOLS

Activities	Number who Participated	Per cent who Participated
Calisthenics	76	66.66
Stunts	56	49.21
Tumbling	44	38.66
Relay Races	90	78.95
Softball	102	89.47
Baseball	76	66.66
Football	32	28.07
Track	108	94.74
Basketball	114	100
Golf	0	00.00
Camping	16	14.04
Soccer	12	10.53
Speedball	20	17.54
Volleyball	96	84.21
Swimming	6	5.27
Tennis	40	35.08
Badminton	36	31.58
Handball	22	19.33
Boxing	18	15.79
Archery	8	7.02
Wrestling	10	8.77
Foul Shooting	26	22.80
Touch Football	64	56.14
Dancing	60	52.03
Others	0	00.00

A study of Table III shows the program of activities offered in the class "A" high schools of Texas for the school year 1958-59. The high schools investigated indicated that all of the schools participated in some of the activities listed in the questionnaire except golf. There was a variation in time allotted for health and physical education from one hundred and thirty minutes to one hundred and forty five minutes per week. The length of periods for health and physical education varied from one to five days per week. The average time allotted for health and physical education was eight hundred minutes per week, average length of health and physical education classes was fifty minutes, the average number of days these classes were taught was four days per week.

Lee⁵ shows that enough time was allotted to health and physical education in the schools surveyed by the investigator, but qualified teachers were not employed.

Table IV shows facilities and equipment in the class "A" high schools of Texas. The majority of the schools had gymnasias and adequate outdoor play area. There is an inadequate amount of permanent equipment listed in the questionnaires in most of the high schools of Texas.

⁵Mable Lee, Conduct of Physical Education, New York: A. S. Barnes Company, 1937, p. 59.

The lack of corrective physical education in the high school deprives the atypical student of a chance to face their shortcomings, to develop certain physical skills to make social and emotional adjustments, and to compensate for their limitations by receiving individual assistance in special corrective physical education classes conducted by qualified personnel in the field.

Only twenty or 17.54 per cent of the class "A" high schools offered any kind of corrective physical education, which is an indication that there is a great need for corrective physical education in the class "A" high schools of Texas in order to meet the needs of all.

TABLE IV

FACILITIES AND EQUIPMENT

Facilities and Equipment	Number with Facilities and Equipment	Per cent with Facilities and Equipment
Chinning bars	6	5.27
Parallel bars	6	5.27
Ping pong balls	44	38.66
Shuffleboard equipment	20	17.54
Soccer balls	18	15.79
Softballs	92	80.70
Tennis balls	40	35.08
Tennis nets	42	36.83
Tennis rackets	34	29.82
Tumbling apparatus	30	26.31
Volleyballs	94	82.45
Swimming pool	6	5.27
Handball room	6	5.27
Soap	66	57.89
Private office	18	15.79
Bulletin board in gym	40	35.08
Play room	4	3.51
Health instruction room	24	21.04
Gymnasium	96	84.21
Laundry facilities	26	22.80
Towels	42	36.83
Toilet accommodations in gymnasium	84	73.66
Audio visual equipment	78	68.42
Projector	92	80.70
Wall charts	62	53.86
Record player	80	70.16
Records	70	61.40
Basketball courts outside	78	68.42
Volleyball court out door	74	64.91
Tennis courts	32	28.07
Locker room	46	40.35
Showers	82	71.93
Equipment room	80	70.16

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

This study was designed to discover the kind of Health and Physical Education program being carried on as well as to determine what methods should be used in order to improve the Health and Physical Education program in the class "A" high schools of Texas.

The necessary data for this investigation was furnished by means of personal interview, library research as well as by questionnaires, which were constructed and mailed to one hundred and forty six class "A" high schools of Texas. Only one hundred fourteen of the questionnaires were returned and tabulated for the purpose of securing, presenting, and analyzing the data. The following facts were revealed: (1) Most of the schools were understaffed, having one and in many cases no qualified teachers in the health and physical departments; (2) Majority of the schools offered a unit of credit for health and physical education, and the health and physical education departments were correlated; (3) All of the schools participated in some of the activities. Majority of the schools did not require physical examination before participating in activities. More than half of the schools required showers to be taken after

physical education activities and offered ample time for dressing before and after class.

Of the one hundred fourteen class "A" high schools, all but eight carried on some kind of intramural program. These programs were conducted on the basis of class, independent and special groups. Seventy of the schools carried on their program by class, twenty eight by special group and eight operated independently, while eight had no plan at all.

Table III reveals that only six of the schools offered swimming and eight offered archery and none offered golf.

The findings also revealed that enough time was allotted for health and physical education but qualified teachers were not employed.

Majority of the schools had gymnasias and some of the equipment.

Only twenty of the schools offered any kind of corrective physical education.

CONCLUSIONS

If boys are exposed to the proper instruction in physical education in high schools, it is believed that the skills developed will lead to wholesome carry over values that will serve as an asset to happiness and a well adjusted individual in later life. The preparation for leisure time activities should be of such a nature that the individual will have ample

opportunities to escape the many pressures imposed on him that are involved in daily life.

Today there has arisen an entirely new situation which involves those things that the high school can do toward helping the individual to live usefully and happily in life. As such, it is necessary that the program of study and learning experiences be adjusted to meet the needs and interests of all individuals participating in health and physical education.

RECOMMENDATIONS

In the light of the above information and the outcome of this investigation the investigator makes the following recommendations:

1. All high schools should have a gymnasium and a spacious outdoor play area.
2. Standard equipment as named in the questionnaire should be purchased.
3. Swimming, camping, handball, golf and archery should be offered in all high schools.
4. Sufficient number of qualified teachers should be employed to carry out a well rounded program of health and physical education.
5. High schools should not use a gymnasium for auditorium purposes.
6. A physical examination should be required for all participants in physical education programs.
7. Corrective and remedial physical education should be included in the physical education curriculum.

8. Physical education should have the same recognition as all other academic subjects.
9. High schools should offer safety education and driver education.
10. The physical education curriculum should develop the students physically, mentally, socially and emotionally.

Rucker, Charles A., Administration of School Health and Physical Education Program, St. Louis: C. V. Mosby Company, 1940.

Rucker, Charles A., Foundation of Physical Education, St. Louis: C. V. Mosby Company, 1930.

Campbell, William, Form and Style in Thesis Writing, Boston: Houghton Mifflin Company, 1934.

Foran, Charles E., Administration of High School Athletics, New York: Prentice Hall Inc., 1934.

Groves, Ruth E., Health Teaching in Schools, Philadelphia: W. B. Saunders Company, 1932.

Jackson, Sherman, Introduction to Physical Education, New York: A. S. Barnes and Company, 1937.

Lee, Helen, The Conduct of Physical Education, New York: W. B. Saunders Company, 1937.

Mitchell, Elmer D., Intramural Sports, New York: A. S. Barnes Company, 1930.

Turner, C. E., National and Community Health, St. Louis: C. V. Mosby Company, 1933.

Wilks, Mitchell, Supervision in Physical Education, New Jersey: Prentice Hall Inc., 1934.

Williams, Jessie, and Clifford L. Brownell, The Administration of Health and Physical Education, Philadelphia: W. B. Saunders Company, 1932.

Williams, Jessie, Principles of Physical Education, Philadelphia: W. B. Saunders Company, 1934.

BIBLIOGRAPHY

BOOKS

- Blanchard, Vaughn S., A Modern Physical Education Program, New York: A. S. Barnes and Company, 1946.
- Bucher, Charles A., Administration of School Health and Physical Education Program, St. Louis: C. V. Mosby Company, 1958.
- Bucher, Charles A., Foundation of Physical Education, St. Louis: C. V. Mosby Company, 1956.
- Campbell, William, Form and Style In Thesis Writing, Boston: Houghton Mifflin Company, 1954.
- Forsythe, Charles E., Administration of High School Athletics, New York: Prentice Hall Inc., 1954.
- Groutt, Ruth E., Health Teaching In Schools, Philadelphia: W. B. Saunders Company, 1953.
- Jackson, Sherman, Introduction to Physical Education, New York: A. S. Barnes and Company, 1937.
- Lee, Mable, The Conduct of Physical Education, New York: W. B. Saunders Company, 1937.
- Mitchell, Elmer D., Intramural Sports, New York: A. S. Barnes Company, 1950.
- Turner, C. E., Personal and Community Health, St. Louis: C. V. Mosby Company, 1956.
- Wiles, Kimball, Supervision In Physical Education, New Jersey: Prentice Hall Inc., 1956.
- Williams, Jessie, and Clifford L. Brownell, The Administration of Health and Physical Education, Philadelphia: W. B. Saunders Company, 1955.
- Williams, Jessie, Principles of Physical Education, Philadelphia: W. B. Saunders Company, 1954.

UNPUBLISHED MATERIALS

- Baylous, Robert, "A Survey of Health Education For Boys In The Secondary Schools of Logan County, West Virginia", Unpublished Master's Thesis, University of West Virginia, 1942.
- Crist, Thomas, "A Survey of Health and Physical Education In Junior High Schools of Texas", Unpublished Master's Thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1949.
- Foster, J. D., "An Evaluation of Physical Education In Texas High Schools", Unpublished Master's Thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1942.
- Freeman, Ruth, "A Survey of City High School System of Physical Education and Recommendation for Effective Leadership", Unpublished Master's Thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1943.
- Jeranko, Stanley, "A Survey of Physical Education in the Senior High Schools of Harrison County, West Virginia", Unpublished Master's Thesis, University of West Virginia, 1942.
- Mercer, Herbert, "A Survey of Health and Physical Education Program In Class "AA" High School of Texas", Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1949.
- Oates, Myron, "Physical Education Facilities In Class "A" and "B" High Schools in Oklahoma", Unpublished Master's Thesis, University of Oklahoma, Stillwater, Oklahoma, 1929.
- Smith, Lola, "A Survey of the Program of Health and Physical Education for Girls in Senior High Schools of District Four of the Texas State Teachers Association", Unpublished Master's Thesis, North Texas State Teachers College, Denton, Texas, 1942.

APPENDIX A

1081 South 4th Street
Cooke, Texas
October 1, 1938

Dear Sir:

In an effort to discover the kind of Health and Physical Education Program being carried on in the "A" high schools of the State of Texas, I am sending this questionnaire to each school of that classification.

This study is being done in partial fulfillment of the requirements for a Master of Science Degree in Health and Physical Education, and I shall appreciate your cooperative interest either in answering the questions or designating the appropriate persons on your staff to answer them.

APPENDIX

If your school does not offer a complete Health and Physical Education Program I will appreciate your checking each question in order that a comprehensive study of your program might be made.

A self addressed and stamped envelope is being enclosed for your convenience in returning the questionnaire. I would appreciate receiving your reply at an early date, and upon request I shall be happy to send you a summary of the findings.

Thank you for your cooperation.

Sincerely yours,

Charles W. Brown, Coach
Booker T. Washington High School

Enclosure:

The W. R. Banks Library
Prairie View A. & M. College
Prairie View, Texas

APPENDIX A

A SURVEY OF THE HEALTH AND PHYSICAL

1021 South 4th Street

Conroe, Texas

PROGRAM

October 1, 1958

Directions: Please fill out the following questionnaire and return it as soon as possible.

Location of person filling out questionnaire _____

School _____

Dear Sir:

In an effort to discover the kind of Health and Physical Education Program being carried on in the "A" high schools of the State of Texas, I am sending this questionnaire to each school of that classification.

This study is being done in partial fulfillment of the requirements for a Master of Science Degree in Health and Physical Education, and I shall appreciate your cooperative interest either in answering the questions or designating the appropriate persons on your staff to answer them.

If your school does not offer a complete Health and Physical Education Program I will appreciate your checking each question in order that a comprehensive study of your program might be made.

A self addressed and stamped envelope is being enclosed for your convenience in returning the questionnaire. I would appreciate receiving your reply at an early date, and upon request I shall be happy to send you a summary of the findings.

Thank you for your cooperation.

Sincerely yours,

Charles W. Brown, Coach
Booker T. Washington High School

Enclosure:

APPENDIX B

A SURVEY OF THE HEALTH AND PHYSICAL EDUCATION

PROGRAM

Directions: Please fill out the following questionnaire and return it as soon as possible.

Position of person filling our questionnaire _____

School _____

County _____

Town _____

High School Enrollment _____

General Questions:

Yes No

1. Do you have a Health Program in your school? () ()
2. Do you have a Physical Education Program in your school? () ()
3. Do the subjects receive equal recognition with other subjects in the curriculum? () ()
4. Does your school participate in inter-school competition? () ()
5. Is the varsity program part of the Physical Education Program? () ()
6. Check the inter-school sports in which your school participates. Football _____ Basketball _____ Baseball _____ Track _____ Others _____
7. How many boys are enrolled in high school? _____

Personnel:

8. How many teachers are there in the Health and Physical Education Department? _____
9. How many teachers have a degree in Physical Education? _____

10. Check the highest degree earned in the Physical Education Department. A.B. ____ M.A. ____ B.S. ____ M.S. ____ Ph.D. ____
11. Do you have a different coach for each sport? Yes ()
No ().
12. How many subjects does the head coach teach? ____.

Health Program:

- | | Yes | No |
|--|-----|-----|
| 13. Does your school use a Health textbook? | () | () |
| 14. Does your school offer Safety Education? | () | () |
| 15. Does your school offer Driver Education? | () | () |
| 16. Are units of credit offered for Health Education? | () | () |
| 17. How many units are required for graduation? ____. | | |
| 18. Check the number of days per week Health classes are taught. Daily ____ 1 ____ 2 ____ 3 ____ 4 ____. | | |
| 19. Check the length of each Health Class period.
45 min. ____ 60 min. ____ 90 min. ____. | | |

Physical Education:

- | | Yes | No |
|---|-----|-----|
| 20. Is a physical examination required by a physician for all participants in Physical Education? | () | () |
| 21. Do you require showers to be taken after Physical Education Activities? | () | () |
| 22. Do you offer units of credit for Physical Education? | () | () |
| 23. Do you require students to dress in a special type of uniform? | () | () |
| 24. How many classes of Physical Education are taught each day in your school? ____. | | |
| 25. What is the length of each class period? ____. | | |
| 26. How many days per week are these classes taught?
_____. | | |

27. How much time is allotted for dressing and taking showers? Before Activity _____ After Activity _____.

28. Do you offer Corrective Physical Education? Yes ()
No ().

Activities:

29. Please check the activities offered in your program.

Calisthenics _____	Speedball _____
Stunts _____	Volleyball _____
Tumbling _____	Swimming _____
Relay Races _____	Tennis _____
Softball _____	Badminton _____
Baseball _____	Handball _____
Football _____	Boxing _____
Track _____	Archery _____
Basketball _____	Wrestling _____
Golf _____	Foul Shooting _____
Camping _____	Touch Football _____
Soccer _____	Dancing _____
Others _____	

Facilities and Equipment:

30. Please check the facilities and equipment at your school.

Chinning bars _____	Play Room _____ Seating Capacity _____
Parallel bars _____	Health Instruction Room _____
Ping pong balls _____	Seating _____
Shuffleboard equipment _____	Gymnasium _____
Soccer balls _____	Laundry facilities _____
Softballs _____	Towels _____
Tennis balls _____	Toilet accommodations in gym _____
Tennis nets _____	Audio Visual equipment _____
Tennis rackets _____	Projector _____
Tumbling apparatus _____	Wall charts _____
Volleyballs _____	Record Player _____
Swimming pool indoor _____	Records _____
outdoor _____	Basketball courts (outside) _____
Handball room _____	Volley ball indoor _____ outdoor _____
Soap _____	Tennis courts _____
Private Office _____	Locker room _____
Bulletin board in gym _____	Showers _____ Number _____
Others _____	An equipment room _____

31. Size of out-door play ground in acres. _____.

Intramural Program:

Yes No

32. Does your school have an intramural program? () ()
33. Is the intramural program a part of the Physical Education program? () ()
34. Plan of organization: Class _____ Special groups
_____ Independent _____.
35. Check the activities carried on in the intramural program: Track _____ Softball _____ Basketball _____ Touch football _____ and others _____, _____, _____, _____.